



Special Educational Needs and Disability Information Report

2024-2025

Review Date: October 2025

Here at Our Lady's, we work hard to provide a caring, stimulating and inclusive environment to ensure that every child reaches his or her full potential. Many children will have additional needs at some point during their time school that may be related to health, emotion, behaviour or learning. We aim to identify and address these needs through our school's inclusive practice.

Not all children will need extra support with their learning but the progress of all children at Our Lady's is monitored closely to ensure support is provided where necessary. Support can be given for a variety of reasons.

We recognise that you know your child best and you may feel that they need additional help or support for some or all of their time at our school, therefore good communication between home and school is vital. If you have concerns please do not hesitate to get in touch with school. This page is to inform you of the types of support available to your child at Our Lady's. It will help you understand who can help and how this support can be accessed.



'Loving, Learning and Reaching out to All'

Children and Families Act 2014

The Children and Families Act underpins wider reforms to ensure all children and young people can succeed, no matter what their background. The Act will reform the systems for adoption, looked after children, family justice and special educational needs.

The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them.

A child or young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Part of the SEN reform programme Local Authorities must publish their Local Offer, providing a comprehensive, transparent and accessible picture of the range of services available. Local partners, including schools are required to co-operate with the Local Authority in the development and review of their Local Offer.

All Knowsley maintained schools have a similar approach to meeting the needs of pupils with special educational needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

This document outlines our School Offer, and the SEND Information required as stated in the SEND Code of Practice (July 2014).

SEND Team

Your child's teacher who will always make sure that the tasks set are accessible for your child. Your child's teacher is contactable via the school office or through Class Dojo. Please make an appointment to talk to your child's teacher if you have any concerns regarding your child in school.

Here at Our Lady's, we have an experienced team of staff who work together and may be involved in supporting your child in school. These include:

SENDCo: Mrs. Michelle McCoy

Mrs. McCoy is the school SENDCo and has experience teaching from across the primary age range. She is responsible for leading the SEND provision across the school.

SEND Governor: Mrs. Gabrielle Oulton

Our Designated School Governor, Mrs. Oulton works with the SENDCo in leading SEND across the school.

Early Help Lead: Mrs A Jacobson

Pastoral Lead and Safeguarding Lead: Mrs A Sutton.

Class Teachers

Class Teachers are responsible for providing high quality provision (Quality First Teaching) for all pupils. They plan for extra support and provision, with advice from the SENDCo, for those pupils who require it. They write and evaluate Personal Provision Plans (PPPs) and Play Plans, ensuring that families and pupils are fully involved in the process. They ensure that the school's SEND Policy is followed in their classroom and for all pupils they teach with SEND.

Support Staff - Teaching Assistants

Teaching assistants support all pupils in class, as well as groups and helping individual children with their learning.

Members of the SEN Team can be contacted via the school office on (0151) 477-8220 or via email on ourlady@knowsley.gov.uk

Glossary of Terms

ASC	Autistic Spectrum Condition
CAMHS	Child and Adolescent Mental Health Service
EP	Educational Psychologist
PPP	Personal Provision Plan
Pastoral Lead	Supports children with social/emotional/behavioural needs.
QFT	Quality First Teaching – an excellent standard of teaching, enabling all pupils to make progress.
EHC Plan	Education, Health and Care Plan referred to as Knowsley One Plan
SSEN	Statement of Special Educational Need
SALT	Speech and Language Therapy/Therapist
SEND	Special Educational Needs and Disability
SEN Code of Practice	The legal document, which sets out the requirements for educating children with special educational needs.
SENCO	Special Educational Needs Co-Ordinator- organises and monitors provision for children with special educational needs.

Key Information in relation to SEND and attendance 2023-24

	Pupils in group	Attendance	Authorised Absences	Unauthorised Absences
EHCP	5	89.7%	9.5%	0.7%
SEN SUPPORT	22	87.7%	10.8%	2%
NO SEN STATUS	204	94.5%	5.6%	0.9%

Our Approach

At Our Lady's Catholic Primary School, we work hard to provide a caring, stimulating and inclusive environment to ensure that every child reaches their full potential. Children learn and develop in different ways. Teachers know and understand this and use different teaching styles to plan work at different levels in order to meet the needs of all pupils in their class. This is called "Quality First Teaching." All pupils at Our Lady's receive "Quality First Teaching" from their class teacher.

Our aim is to provide the highest quality learning environment for your child and for them

to achieve their full potential. All our classes, when necessary, are supported by Teaching Assistants and pupils are offered additional support or catch-up intervention / support programmes where needed.

At Our Lady's the progress and attainment of all pupils is reviewed on a termly basis by the School Leadership Team. These termly pupil progress meetings can help identify children who may need additional support.

Parents and Carers are informed about their child's academic progress and targets through regular Parents' Meetings and the annual End of Year School Report. In addition, Parents and Carers of children who have an Education Health and Care Plan are invited into School for their child's annual review meeting.

Initial Concerns & Identification

Many children will have additional needs at some point during their time at school that may be related to health, emotions, behaviour or learning. We aim to work with families to identify and address these needs through our school's inclusive practice. If you have any concerns it is important that you arrange to speak to your child's teacher as soon as possible. Similarly, your child's class teacher will contact you if he / she has any concerns.

Ways of communicating with staff include:

- ✚ Speak to class teacher at the end of the school day
- ✚ Leave a message at the school office and a message will be passed to the relevant member of staff
- ✚ Phone school (0151) 477-8220 outlining your concern and a message will be passed to the relevant member of staff
- ✚ Email school ourlady@knowsley.gov.uk outlining your concern and a message will be passed to the relevant member of staff.

Additional support for Special Educational Needs

If a child continues to have difficulty after interventions or has a high level of difficulty when they join our school, they may be considered to have special educational needs/disability (SEND) and are placed on the SEND register. This decision is made in partnership with Parents and Carers.

The SENDCo ensures that all staff follow the SEND Code of Practice, to support the needs of every pupil to ensure that all children at Our Lady's have every opportunity to achieve their true potential.

At Our Lady's Catholic Primary School, we provide support for pupils across the 4 areas of need as laid out in the SEN Code of Practice 2014:

1. Communication and interaction
2. Cognition and Learning
3. Social, emotional and mental health difficulties
4. Sensory and or physical needs

1. Communication and interaction

We have many speech and language interventions across all age groups in school. Our staff model good language, communication and interaction skills to our children. Staff have had training to help us meet the needs of those children with communication difficulties and we refer to Speech and Language Therapy when we require additional support. We will follow up on their advice and allocate time for these children to work on their given targets. We also work alongside our school Speech and Language Therapist, to deliver personalised programmes of support within the setting. Staff use a range of strategies to help children including: now and next boards, pictures and symbols, PECS and visual timetables. Staff are given the opportunity to attend networking sessions led by Speech Therapists and the ASC (Autistic Spectrum Condition) advisory teachers, as this helps to share good practice. Our staff are trained to use strategies including social stories and comic strip conversations with children with social communication difficulties. We can also support children in the adaptation, application and use of alternative methods of communication (e.g. PECs technology).

2. Cognition and Learning

We have a wide variety of intervention programmes that are used to support children in the development of phonics, reading, writing and maths. Some interventions are published schemes and others focus on targets set by class teachers that are similar to the learning in class. A lot of time and training is given to our staff who lead interventions to ensure that they are able to deliver high quality intervention sessions.

Examples of some of our interventions include:

- Rainbow Reading
- Read Write Inc. extra support
- Phonics catch-up
- Precision Teaching
- Rapid Maths
- Literacy Booster

- Numeracy Booster
- After school clubs developed to support individual / group needs
- Homework Clubs
- Adaptation / inclusion of additional resources (iPads)
- Highly adapted curriculum for children with Education Health and Care Plans (EHCPs)

3. Social, Emotional and Mental Health Difficulties

Our Lady's Catholic Primary School has a Pastoral Lead (Mrs Rawsthorne) who works alongside children who have social and emotional difficulties. The Pastoral Lead uses a variety of resources and games to help our children talk about their feelings and wishes. Social stories are used with many of our children who have social difficulties. At Our Lady's Catholic Primary School, we also have access to the Mental Health Support Team, who can provide mental health practitioners to work alongside our identified vulnerable children. We also run the 'Think Yourself Great Programme' across KS1 and KS2, with two members of school staff trained to support the delivery of this.

We recognise that some children and young people may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as:

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder (AD)

It is also recognised by the school that children may display certain behaviours as a result of self-esteem or other issues such as neglect. Staff are experienced in supporting children with a wide range of needs and take steps to ensure our pupils access an approach which is right for their needs. At Our Lady's Catholic Primary School, we have clear processes to support children and young people, and this is linked to our child protection and relationship/behaviour policies.

These policies include detail on how the school manages effects of any disruptive behaviour so that it does not adversely affect other pupils.

The school can provide support for pupil's emotional, mental and social development in the following ways:

- ✚ All pupils identify a key adult that they feel comfortable with who can deliver support when required.
- ✚ Mindfulness and Self-Esteem sessions
- ✚ Yoga sessions
- ✚ Helping to develop self-esteem and well-being through the curriculum and conducting themed events such as our health and well-being week
- ✚ Maintaining robust anti-bullying practices and ethos throughout school
- ✚ Maintaining a consistent and positive behaviour management approach throughout school
- ✚ Supporting parents and carers through the EHAT
- ✚ Providing a stimulating, nurturing and inspirational learning environment throughout school
- ✚ Providing our pupils with new, interesting and exciting opportunities and experiences both within and beyond the school premises
- ✚ Home / School Communication Book
- ✚ Social Stories
- ✚ Target Cards
- ✚ Nurture Groups
- ✚ Relaxation Groups
- ✚ After school clubs developed to support individual / group needs
- ✚ Peer Mentoring
- ✚ Play Buddies and Learning to Play Groups
- ✚ Social Skills Sessions
- ✚ Quiet Areas around school
- ✚ A referral to CAHMS for pupils with the highest level of need e.g. anxiety, depression, post-traumatic stress disorder, eating disorder, OCD.
- ✚ Relax Kids

4. Sensory and/or Physical Needs

Our Lady's Catholic Primary School supports children with a range of physical and sensory needs. We work closely with staff and parents to plan provision and involve the necessary agencies to ensure that pupils with physical needs have full access to the curriculum. We are aware that some children are affected by sensory needs and take these into account when planning the classroom environment and when purchasing school resources.

Examples of interventions and support include:

- ✚ Physiotherapy Programmes
- ✚ Occupational Therapy Programmes
- ✚ Individual reward systems
- ✚ Individual Workstations
- ✚ Personalised timetables
- ✚ Visual timetables
- ✚ Individual task schedules
- ✚ Adapted resources (scissors, cutlery, lap weights, Chew Bangles)
- ✚ Home / School Communication Book

- ✚ Sensory diets
- ✚ Sensory Circuits
- ✚ Individual support when required, including in class, during physical activity and for toileting
- ✚ Highly adapted curriculum for children with Education Health and Care Plans (EHCPs)

Children with SEND have learning difficulties and/or physical disabilities which make it harder for them to learn than most children of the same age. They will need extra support or different help e.g. modified tasks, extra time or breaks in formal assessments.

A few children will need extra help for some or all of their time in School. This means they may have difficulty with:

- ✚ some or all of the work in school
- ✚ reading, writing and mathematics
- ✚ understanding and processing information
- ✚ expressing themselves
- ✚ understanding others
- ✚ organising themselves
- ✚ sensory perception or physical mobility
- ✚ managing their behaviour or emotions
- ✚ making friends or relating to adults

At Our Lady's, teaching and learning opportunities are adapted and continually evaluated (with support of external agencies when required) to ensure the needs of all our learners are met. Parents and Carers should not feel unduly anxious about such additional support as it allows children to receive the specific help they need to make the next steps in their learning journey.

SEND Stages and Terminology

The Special Educational Needs Code of Practice gives guidance to schools in meeting the needs of pupils. It sets out how help should be given in a Graduated approach. Our School SEND Policy reflects the new SEND Code of Practice.

Parents and Carers will be consulted at all stages of our graduated approach and the class teacher will inform you of the additional work they, or other adults in School, do with your child. The process is as follows:

Quality First Teaching

All pupils in School receive quality first teaching. This is the effective inclusion of all pupils in high quality every day personalised teaching. Such teaching will, for example, be based on clear appropriate objectives that are shared with the children and returned to at the end of the lesson.

In Class Support/Class Action (CA)

If a pupil has needs that are related to more specific areas of their education, such as spelling, handwriting, motor skills, communication, numeracy and literacy skills, then they may be considered for intervention support. An intervention is a targeted catch-up provision for children to put them back on course. This will be led by a teacher or a teaching assistant and is done in focus groups in the classroom. Interventions will be planned and reviewed by the class teacher half- termly to ascertain the effectiveness of the provision and to inform future planning.

SEND (Special Educational Needs and Disability) Support/SS

If a child continues to have difficulty after intervention or has a high level of difficulty when they arrive at our school, they may require support from an outside agency.

School may seek professional advice from a range of agencies including:

- ✚ Speech and language therapists
- ✚ Visual/hearing impairment teachers
- ✚ Health professionals
- ✚ Educational psychologists
- ✚ Occupational Therapists
- ✚ Physiotherapists
- ✚ School Nurse

Graduated Approach

All of our provision is based upon the Graduated Approach cycle:

Assess

In assessing a child, the school will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil, their previous progress and attainment and additional SEN assessments that measure and identify progress. This is put in the context of the individual's development compared to the school's core approach to pupil's progress, attainment and behavior, progress of their peers and national data. The pupil's own views are sought as are those of external support services if involved. The school liaises with outside agencies who are conducting the assessments. Any concerns by parents are actively listened to and recorded. Assessments are reviewed termly.



Plan

A Personal Provision Plan outlining the pupil's areas of difficulty, the intervention and support to be implemented and the expected progress; this is created and agreed in consultation with the teacher, SENCo, parents/carers and pupils.

All pupils on the SEN register have Personal Provision Plans (PPPs) with SMART child friendly targets.

S- Smart

M – Measurable

A – Attainable

R – Relevant

T – Time bound

Do

The SENCo supports the class teacher in problem solving and advising on the effective implementation of support and in further assessments. The teacher remains responsible for working with the child directly or for overseeing the delivery of interventions. They work closely with teaching assistants or specialist staff involved, to plan and assess the impact of support and how they can be linked to classroom teaching.

Review

Reviews are carried out termly on an agreed date; in addition to this some children have an EHCP (Education, Health and Care Plan) and this is reviewed annually. The views of parents and the child themselves are pivotal in planning next steps and it is through this partnership working that any supportive strategies will be most successful. In transition to another setting, information to be passed on will be

shared; this may involve others being present at review meetings and the SENCo attending meetings offsite to support the transition process.

Stages within the Graduated Approach Model

Education Health and Care Plan (EHCP)

If a pupil's needs are **severe** and **complex** an EHCP may be provided by the Local Authority. An EHCP may include provision for one-to-one support etc. The EHCP will be reviewed annually at a meeting with the family and all professionals involved in the care and development of the pupil. The pupil will also be on the school's SEN Register and will have a PPP. Parents / carers will meet with the class teacher three times per year to discuss the pupil's progress and attainment and review the PPP. The SENCo monitors the support provided, as well as progress and attainment.

SEN Support (SS)

If the support provided within the Class Action stage is not successful and it is identified that the pupil needs greater support, he /she will move to SEN Support. At this stage the pupil will be added to the school's SEN Register and will have a PPP. Parents / carers will meet with the class teacher three times per year to discuss the pupil's progress and attainment and review the PPP. The SENCo monitors

Class Action (CA)

Some children require small adjustments to help them maintain progress and work at age related expectations; this may include moving seating, additional apparatus such as pencil grips and some in-class support from an adult. Targets for the pupil are recorded on a class planner and the SENCo monitors the support provided, progress and attainment.

Universal

All children are entitled to and receive

Record Keeping

To ensure that staff are aware of specific children's needs pupils on the SEN Register (the official list of children with Special Educational Needs in school) have a folder stored on CPOMS. The folder is designed to ensure that staff have the correct information and pupils can monitor their progress. This means that appropriate strategies are used to ensure that teaching has the maximum impact, and pupils feel valued, and their needs are understood.

External Agencies

Sometimes a child's needs are more complicated and require specialist support. At Our Lady's Catholic Primary School, we work in partnership with outside agencies including:

- ✚ SENISS (Special Educational Needs Inclusion Support Service)
- ✚ SALT (Speech and Language Therapy)
- ✚ CAMHS (Child & Adolescent Mental Health Services)
- ✚ Health and Social Service
- ✚ Educational Psychology
- ✚ Occupational Therapy
- ✚ Physiotherapy
- ✚ Parent Partnership
- ✚ Sensory Impairment Service
- ✚ ASC Advisory Teachers
- ✚ Inclusion Support Workers
- ✚ School Nurse
- ✚ Paediatricians
- ✚ MHST(Mental Health Support Team)

Early Help

As part of our support for all children here at Our Lady's Catholic Primary School, we have regular opportunities to consult support services and health agencies through a multi-agency approach that sometimes includes completing the Early Help Assessment Tool (EHAT), to support the family as well as the identified pupil. School and the family will meet and discuss and plan together the best use of advice and support from other agencies, with a view to achieving the best outcome for the child and family.

Professionals who might attend an Early Help meeting include:

- ✚ The school nurse can advise and assess any medical needs. If a Care Plan were required this would be done in conjunction with the parent and school nurse and would be reviewed annually.
- ✚ A speech and language therapist who works with children in school and can offer advice as to whether your child would benefit from this support or assessment.
- ✚ An educational psychologist may give advice or complete an assessment for a child.
- ✚ Outreach support from specialist schools.

Pupils with medical needs

If a pupil has a medical need, then a Health Care Plan is compiled with support from the relevant medical agencies in consultation with parents/carers. These are discussed with all staff who are involved with the pupil. If deemed necessary by healthcare professionals when a medical need is identified, information sharing sessions will be delivered to school staff by the relevant healthcare professionals.

Designated staff have approved First Aid training. Key staff are trained in the use of defibrillation techniques and gastronomy feed. Our First Aid Policy is reviewed and updated annually by staff and governors and is available on our website at www.ourladysprescot.com

Pen Portraits are available to all teaching and non-teaching staff to ensure awareness of any medical need a child may have. These are shared with welfare/supply staff as and when necessary.

How you can support your child

- ✚ Stay in regular contact with school – we want to work in partnership with parents and carers
- ✚ Attend all parent meetings and support your child in following tasks and homework set by our school
- ✚ Encourage your child at all times and let us know of all successes outside of school
- ✚ Always talk to your child's class teacher if you have any concerns or worries about your child

We endeavour to support families as much as possible and are always approachable, as we want parents to feel involved in the education of their child. This is done in a variety of ways including:

- ✚ Target setting so parents can see what their child is working on next
- ✚ Home/school communication books for some children to inform parents about the child's day
- ✚ Curriculum overview published on our school website
- ✚ Home reading logs
- ✚ Class DOJO stories and messages.
- ✚ Information on the school website
- ✚ Parent / Teacher Progress Meetings
- ✚ Parents' views on PPPs and EHCPs and review meetings
- ✚ SENCo Open Evenings/Drop 'in'
- ✚ SEND Coffee Mornings

- ✚ Early Years Stay and Play sessions.

How do we know that the provision is effective?

Every child's attainment and progress is monitored throughout the school; termly and on-going assessments inform this data.

In addition to this, children on the SEN Register (SEN Support and EHCP) are regularly monitored and depending on their areas of need may be assessed on the following:

- ✚ The number of letters/letter blends the child can read
- ✚ The number of letters/letter blends the child can spell
- ✚ The number of High Frequency Words the child can read (first 300 words)
- ✚ The number of High Frequency Words the child can spell (first 300 words)
- ✚ Reading Age
- ✚ Spelling Age
- ✚ Comprehension Age
- ✚ Achievement of SMART targets on the Personal Provision Plans.

In literacy, we track spelling age, reading age and comprehension age. Maths progress is measured by personalised PPP targets and class teachers will share this information with parents / carers during review meetings.

Transition

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. We hold information related to each child on CPOMS which is shared with necessary staff, in order that new staff have a clear understanding of need.

If appropriate, when **starting at our school** we:

- ✚ Meet with the child and their parents to talk about their needs and answer any questions
- ✚ Meet with staff at the child's previous school or setting
- ✚ Read reports from people who have worked with your child
- ✚ Arrange visits to our school so the child gets to see it before they start properly
- ✚ Give any adults working with the child a one-page profile describing their needs to help support them in school

Based on needs, when **moving to a new year group/new classroom** we:

- ✚ Introduce the child to their new teacher and teaching assistant individually
- ✚ Talk to the child so we can answer any questions they may have about the new year group
- ✚ Familiarise the child with the new classroom prior to transition day
- ✚ We timetable teacher planning meetings where information, PPPs will be passed on to the new class teacher in advance of transition

- ✚ We provide afternoon sessions where all children move to their new classrooms and meet their new teachers

When moving to a **new school** we:

- ✚ Hold a person centred review with parents/carers and invite key staff from the new school
- ✚ Talk to key staff at the new school about things that help the child or young person to learn well and be happy at school
- ✚ Arrange extra visits to the new school with a member of staff from our school if that is what the child wants
- ✚ Talk to the child and their family so we can answer any questions they may have about the new school

Support for Parents

To find services to help your child please refer to Knowsley's Local Offer.

<https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-send>

In addition to this if you would like advice from professionals outside school you may find the following telephone numbers and websites useful:

- ✚ Knowsley Parent Partnership 0151 443 3283
- ✚ Knowsley Sensory Impairment Team 0151 443 5145
- ✚ Knowsley SEN Team 0151 443 5145
- ✚ Knowsley Information Service for Families www.knowsleyinfo.co.uk 0151 443 3247
- ✚ Knowsley Integrated Services: Paediatric Therapies
(Occupational Therapy, Physiotherapy, Speech and Language Therapy)
www.5boroughspartnership.nhs.uk/paediatrictherapies 0151 244 4389 / 4388 / 4387
- ✚ ADHD Foundation www.adhdfoundation.org.uk
- ✚ Autism Initiatives www.autisminitiatives.org 0151 330 9500
- ✚ The British Dyslexia Association www.bdadyslexia.org.uk 0845 251 9002
- ✚ Downs Syndrome Liverpool downsyndromeliverpool.org.uk
- ✚ The Dyspraxia Foundation www.dyspraxiafoundation.org.uk 01462 455016
- ✚ Headway: The Brain Injury Association <https://www.headway.org.uk> 0808 800 2244
- ✚ Living with ADHD www.livingwithadhd.co.uk

-  Liverpool Mencap www.mencapliverpool.org.uk 0151 707 8582
-  National Autistic Society www.autism.org.uk
-  National Blind Children's Society www.blindchildrenuk.org 0800 781 1444
-  National Deaf Children's Society www.ndcs.org.uk 0808 800 8880
-  Down's Syndrome Association www.downs-syndrome.org.uk 0333 1212 300